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ABSTRACT

This teaching guide focuses on several prominent German-Americans and their contributions to American life, and provides some insights into German culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives for this unit are to acquaint students with German-Americans such as Albert Einstein, Dwight Eisenhower, Lilli Lehmann, John Steinbeck, "Babe" Ruth, and Karen Horney, to help students recognize contributions to and effects on American life of these prominent people; and to provide background information on German culture. Suggested time allotment is one to two weeks. The guide includes a pretest, posttest, and five behavioral objectives accompanied by instructional strategies and facilitating materials, including group discussion, independent research, and role playing. A worksheet, designed to aid the student in doing independent research, lists the prominent persons. A bibliography of resources concludes the unit. (Author/CK)

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ETHNIC STUDIES

GERMAN-AMERICAN PROFILES AND CONTRIBUTIONS: MAJOR FIGURES

Experimental Unit

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ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

SO 011 782

ETHNIC HERITAGE STUDIES: GERMAN-AMERICAN PROFILES AND CONTRIBUTIONS--MAJOR FIGURES

Experimental Unit, 1976

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

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AN EQUAL OPPORTUNITY EMPLOYER

FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.

E. C. Grayson

Ernest C. Grayson
Superintendent
Jefferson County Public Schools

ACKNOWLEDGMENTS

This unit of the Ethnic Heritage Studies Project has been prepared by Talbott Allen, Durrett High School.

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RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

ETHNIC STUDIES: GERMAN-AMERICAN PROFILES AND CONTRIBUTIONS-- MAJOR FIGURES

Description of the Unit

This unit focuses on several prominent German-Americans and their contributions to American life. It provides some insights into German culture.

Suggested Time

One to two weeks

General Objective

Acquaints the student with several prominent German-Americans and their contributions to and effects on American life. Provides background information relating to German culture. (Refer to behavioral objectives 6 and 7 from the curriculum guide for Social Studies 402.)

Concepts

Yorkville Day

Lederhosen

Liederkranz

Deutschland

Amish

Pietists

Dirndls

Schnitzel

Gemutlich

Turnwerein

Mennonite

PRETEST

German-American Profiles and Contributions: Major Figures

This test will help you and the teacher to become aware of names of famous German-Americans and their contributions to the American way of life.

Part I

Match the names below with the contributions of each individual by putting the correct number in each blank.

A. Dwight Eisenhower	E. Lilli Lehmann	H. John Steinbeck
B. Albert Einstein	F. Peter Zenger	I. Margaretha Schurz
C. Carl Schurz	G. Henry Heinz	J. Theodore Dreiser
D. John Astor		

_____ 1. The great physicist who came to the United States as a refugee from Nazi Germany

_____ 2. A personal friend of Abraham Lincoln who was later named Secretary of the Interior where he championed a humane policy regarding the treatment of the American Indians--introduced the merit system in the Interior Department and advocated preservation of public lands

_____ 3. One of America's first realistic novelists whose most noted work is An American Tragedy

_____ 4. A famous singer of German art songs who joined the Metropolitan Opera Company of New York City in 1885

_____ 5. A pioneer in children's education in America who organized the first kindergarten in the United States at Watertown, Wisconsin

_____ 6. Awarded the Nobel prize for literature in 1962 and best known for his novel, The Grapes of Wrath

_____ 7. His company manufactured pickles, spices, relishes, and other prepared foods. The famous slogan "57 Varieties" was originated by him.

_____ 8. Became famous in Colonial America as a man who fought for the principle of freedom of the press

_____ 9. A German immigrant who became the wealthiest man of early 19th century America--made his fortune in fur trading and real estate

_____ 10. Former supreme commander of all the Allied forces in Europe in World War II; elected 34th president of the United States, served two terms in office from 1952-1960.

Part II

Match the names below with the contributions of each individual by putting the correct number in each blank.

K. "Babe" Ruth	O. Herbert Hoover	R. Charles Steinmetz
L. Karen Horney	P. Eddie Rickenbacker	S. Marie E. Zakrzewska
M. Milton Hershey	Q. Wernher Von Braun	T. Walter Chrysler
N. Henry Steinway		

_____ 11. Greatest drawing card in the history of baseball, holder of many home run and other batting records

_____ 12. The first German-American Quaker ever to be elected to the Presidency--spent much of his life working for humanitarian goals.

_____ 13. The genius behind the development of the General Electric Corporation, known as the "wizard" of Schenectady, New York; one of the world's top-ranking inventors who is credited with more than 100 inventions necessary in the use of electricity

_____ 14. A German-born rocket expert, who has helped direct Ame:a's missile and space program--in 1972 became an executiv[illegible] a leading American aerospace company

_____ 15. Prominent in the food processing industry, he create[illegible] one of the most famous chocolate businesses in the United States.

_____ 16. A psychiatrist who taught at the Berlin Psychoanalytic Institute and the New York Psychoanalytic Institute

_____ 17. He had both an interest in music and a high degree of skilled craftsmanship. He was a famous piano manufacturer who was awarded the grand prize at three world fairs.

_____ 18. German-American World War I hero and flying ace who flew many successful combat missions and destroyed countless enemy camps

_____ 19. A physician who founded a hospital which became New England Hospital for Women and Children

_____ 20. Born of German stock, the founder of the automobile company bearing his name

Part III

Directions: Choose one German-American from the lists in Parts I and II and explain ways her/his contribution affected the American way of life.

Behavioral Objective 1

Following the viewing of the filmstrip The German-Americans and having participated in a discussion of the filmstrip, the student will write a definition for eleven teacher-selected terms from the filmstrip.

Instructional Strategies	Facilitating Materials
List on the chalkboard or duplicate the terms from the Teacher's Guide for the filmstrip The German-Americans.	Teacher's Guide for the filmstrip The German-Americans, pp. 20-25.
Have students view the filmstrip The German-Americans.	Filmstrip: The German-Americans. The Other American Minorities. Part II.
Discuss the content of the filmstrip, stressing the major terms introduced (refer to the Teacher's Guide).	
Ask students to write one-sentence definitions for each of eleven terms from the filmstrip.	

Behavioral Objective 2

Given audiovisual material, time for independent research, and a list of prominent German-Americans, the student will complete a chart entitled "German-American Profiles and Contributions." (See Work Sheet 1.)

Instructional Strategies	Facilitating Materials
Have students view a multimedia package.	Film: The Germans. Minorities Have Made America Great Series--Set I.
Ask students to do independent research.	Filmstrip: The German-Americans. The Other American Minorities. Part II.
Have students complete a chart entitled "German-American Profiles and Contributions."	The World Book Encyclopedia.
	Webster's Biographical Dictionary.

GERMAN-AMERICAN PROFILES AND CONTRIBUTIONS

Prominent German-Americans	Major German-American Contributions	Effects of German-American Contributions
John Jacob Astor		
Wernher Von Braun		
Theodore Dreiser		
Albert Einstein		
Dwight D. Eisenhower		
Henry J. Heinz		
Milton S. Hershey		

Ethnic Studies
German-American Profiles
and Contributions

Prominent German-Americans	Major German-American Contributions	Effects of German-American Contributions
Herbert C. Hoover		
Thomas Mann		
Walter P. Chrysler		
Peter Minuit		
Margaretha Schurz		
Charles P. Steinmetz		
Marie E. Zakrzewska		
Lilli Lehmann		

Ethnic Studies
German-American Profiles
and Contributions

Prominent German-Americans	Major German-American Contributions	Effects of German-American Contributions
Karen Horney		
John Peter Zenger		
Edward "Eddie" Rickenbacker		
"Babe" Ruth		
Carl Schurz		
John Steinbeck		
Henry Steinway		

Behavioral Objective 3

Using the completed chart "German-American Profiles and Contributions," the student, working in a group situation, will discuss the effects on American life of the contributions of German-Americans.

Instructional Strategies	Facilitating Materials
Have the students, in small groups, discuss the effects of the German-American contributions on American life. Pursue the effects of one person's contribution or explore with the students one category (e.g., food, music, science, recreation) so that the students become knowledgeable about immediate effects, as well as long-range effects, in any cause-effect relationship.	
Have the students at the end of the discussion arrive at a conclusion. (Ask: What statement can you make about the major effects of the German-American contributions on American life?)	
Ask a member from each group to read orally to the class the statement concerning the effects of the contributions of German-Americans on American life.	

Behavioral Objective 4

Given readings "German Immigrants" and "Carl Schurz-Lincoln's Friend," the student will role play one of the following German immigrants (i.e., a farmer, a school boy or girl, a writer, a former revolutionary, a laborer) stating personal reasons for immigrating to the United States in 1848.

Instructional Strategies	Facilitating Materials
Have students read "German Immigrants" by Virginia Brainard Kunz and "Carl Schurz-Lincoln's Friend."	Kunz, Virginia B. "German Immigrants," in Many Peoples One Nation ed. by Peter I. Rose. Cutler, Charles L., and Morrill, George P. Land of Immigrants, "Carl Schurz-Lincoln's Friend."

Instructional Strategies	Facilitating Materials
Have individual students, assuming the role of one of the five German immigrants listed below, explain the immigrant's personal reasons for migration to the United States. A farmer A schoolboy/schoolgirl A writer A former revolutionary A laborer	

Behavioral Objective 5

Given readings "German Immigrants" and "Carl Schurz-Lincoln's Friend," the student will write a one-page essay concerning the contributions to America of the "Forty-Eighter," in general, and Carl Schurz, in particular.

Instructional Strategies	Facilitating Materials
Have students read two readings, "German Immigrants" and Carl Schurz-Lincoln's Friend." Assign students a one-page essay describing the contributions to American culture, of the "Forty-Eighters" and Carl Schurz.	"German Immigrants" by Virginia Brainard Kunz from Many Peoples One Nation. "Carl Schurz-Lincoln's Friend" from Land of Immigrants.

POST TEST

German-American Profiles and Contributions: Major Figures

This test will help you and the teacher to become aware of names of famous German-Americans and their contributions to the American way of life.

Part I

Match the names below with the contributions of each individual by putting the correct number in each blank.

A. Dwight Eisenhower	E. Lilli Lehmann	H. John Steinbeck
B. Albert Einstein	F. Peter Zenger	I. Margaretha Schurz
C. Carl Schurz	G. Henry Heinz	J. Theodore Dreiser
D. John Astor		

_____ 1. The great physicist who came to the United States as a refugee from Nazi Germany.

_____ 2. A personal friend of Abraham Lincoln who was later named Secretary of the Interior where he championed a humane policy regarding the treatment of the American Indians--introduced the merit system in the Interior Department and advocated preservation of public lands

_____ 3. One of America's first realistic novelists whose most noted work is An American Tragedy

_____ 4. A famous singer of German art songs who joined the Metropolitan Opera Company of New York City in 1885.

_____ 5. A pioneer in children's education in America who organized the first kindergarten in the United States at Watertown, Wisconsin

_____ 6. Awarded the Nobel prize for literature in 1962 and best known for his novel, The Grapes of Wrath

_____ 7. His company manufactured pickles, spices, relishes, and other prepared foods. The famous slogan "57 Varieties" was originated by him.

_____ 8. Became famous in Colonial America as a man who fought for the principle of freedom of the press

_____ 9. A German immigrant who became the wealthiest man of early 19th century America--made his fortune in fur trading and real estate

_____ 10. Former supreme commander of all the Allied forces in Europe in World War II; elected 34th president of the United States, served two terms in office from 1952-1960.

Part II

Match the names below with the contributions of each individual by putting the correct number in each blank.

K. "Babe" Ruth	O. Herbert Hoover	R. Charles Steinmetz
L. Karen Horney	P. Eddie Rickenbacker	S. Marie E. Zakrzewska
M. Milton Hershey	Q. Wernher Von Braun	T. Walter Chrysler
N. Henry Steinway		

_____ 11. Greatest drawing card in the history of baseball, holder of many home run and other batting records

_____ 12. The first German-American Quaker ever to be elected to the Presidency--spent much of his life working for humanitarian goals

_____ 13. The genius behind the development of the General Electric Corporation, known as the "wizard" of Schenectady, New York; one of the world's top-ranking inventors who is credited with more than 100 inventions necessary in the use of electricity

_____ 14. A German-born rocket expert, who has helped direct America's missile and space program--in 1972 became an executive of a leading American aerospace company

_____ 15. Prominent in the food processing industry, he created one of the most famous chocolate businesses in the United States.

_____ 16. A psychiatrist who taught at the Berlin Psychoanalytic Institute and the New York Psychoanalytic Institute

_____ 17. He had both an interest in music and a high degree of skilled craftsmanship. He was a famous piano manufacturer who was awarded the grand prize at three world fairs.

_____ 18. German-American World War I hero and flying ace who flew many successful combat missions and destroyed countless enemy camps

_____ 19. A physician who founded a hospital which became New England Hospital for Women and Children

_____ 20. Born of German stock, the founder of the automobile company bearing his name

Part III

Directions: Choose one German-American from the lists in Parts I and II and explain ways her/his contributions affected the American way of life.

RESOURCES*

Film

The Germans. Minorities Have Made America Great Series. Set I. Rev. ed. Warren Schloat Productions, Inc., 1973. Color. Sound.

Filmstrip

The German-Americans. The Other American Minorities. Part II. Teaching Resources Films, 1976. Color. Sound. (Includes Teacher's Guide)

Books

Cutler, Charles L., and Morrill, George P. Land of Immigrants. Backgrounds: An American Reader Series. Columbus, Ohio: Xerox Education Publications, 1974.

Rose, Peter I., ed. Many Peoples One Nation. New York: Random House/ Singer School Division, 1973.

*If materials are not available in the school, telephone the Ethnic Heritage Studies Project Office at Education Development Center (456-3270).

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area. the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.